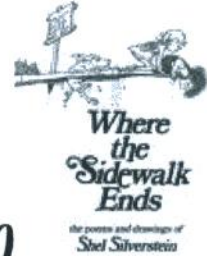


5<sup>th</sup> Grade -

# POETRY Unit

a POWERFUL OPPORTUNITY TO ENGAGE STUDENTS IN ITHOUGHTFUL READING ACTIVITIES YEAR-LONG



From Seuss to Silverstein

...and maybe even Shakespeare!



-a THOUGHTFUL EDUCATION CREATION BY LEIGH ANN STEWART  
AND ANITA HOPSON

# A 2-Week Poetry Unit for 5<sup>th</sup> Grade

**Kentucky Curriculum: Academic Expectations, Program of Studies, Core Content**

**What Standards will this work focus on?**

RD-05-2.0.1 Students will identify and describe the characteristics of fiction, nonfiction, poetry or plays. DOK 2

RD-05-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes, metaphors, personification, hyperbole). DOK 2

What do you want students to KNOW?	What ATTITUDES or HABITS will students develop?
<ul style="list-style-type: none"><li>Students will know the characteristics associated with different text genres and this facilitates their ability to make meaning of the text.</li></ul>	<ul style="list-style-type: none"><li>Students will read for personal fulfillment.</li><li>Students will appreciate literature and writer's techniques</li><li>Cooperation skills that enable them to work with others in a group</li><li>Listening and observations skills assist good writers in developing their art of storytelling</li></ul>
What do you want students to UNDERSTAND?	What SKILLS will students develop?
<ul style="list-style-type: none"><li>Students will understand that determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to critically examine texts.</li></ul>	<ul style="list-style-type: none"><li>Identify</li><li>Communicate</li><li>Create</li><li>Explain</li><li>Compare &amp; Contrast</li><li>Read, predict, ask questions, summarize, listen, and write</li><li>Utilize graphic organizers</li></ul>

**What ESSENTIAL QUESTIONS will frame the learning?**

- What is the purpose of poetry?
- What are the characteristics of poetry?
- How does the reader interpret poetry?

## Vocabulary for the lesson/unit of study

**Brainstorm the words students need for the unit/lesson, then prioritize.**

**Ask yourself how you will CODE the essential words?**

### Essential to Know

- ❖ Literary Text- Poetry
- ❖ Figurative Language
- ❖ Simile
- ❖ Metaphor
- ❖ Personification
- ❖ Hyperbole
- ❖ Alliteration

### Important to Know

- ❖ Inference
- ❖ Sequence of Events
- ❖ Author's Purpose

### Nice to Know

- ❖ Stanza
- ❖ Line
- ❖ Meter
- ❖ Rhyme

**C**<sub>onnect</sub>

Word Wall  
Word & Phrase Catcher  
Vocabulary Notebook

**O**<sub>rganize</sub>

Fist List  
Group and Label  
Three Way Tie  
Vocabulary Notebooks

**D**<sub>eepest</sub>  
**Process**

Compare and Contrast  
Vocabulary Notebooks

**E**<sub>xercise</sub>  
**and Elaborate**

Write to Learn  
Three's a Crowd  
Vocabulary Notebook

# 5<sup>th</sup> Grade - POETRY Unit

*A Powerful Opportunity to Engage students in Thoughtful Reading activities Year-long*

## Day One:

### FOYER – Knowledge Anticipation

As a **HOOK**, ask students to think “Metaphorically” by asking, “How is POETRY LIKE A SIDEWALK?”

Next read:

## Where the Sidewalk Ends

There is a place where the sidewalk ends  
And before the street begins,  
And there the grass grows soft and white,  
And there the sun burns crimson bright,  
And there the moon-bird rests from his flight  
To cool in the peppermint wind.

Let us leave this place where the smoke blows black  
And the dark street winds and bends.  
Past the pits where the asphalt flowers grow  
We shall walk with a walk that is measured and slow,  
And watch where the chalk-white arrows go  
To the place where the sidewalk ends.

Yes we'll walk with a walk that is measured and slow,  
And we'll go where the chalk-white arrows go,  
For the children, they mark, and the children, they know  
The place where the sidewalk ends.

**Shel Silverstein**



In order to assess student knowledge of poetry, the teacher will ask the students to create a “Fist List” containing their prior knowledge of poetry. This will provide the teacher with knowledge to build upon and new concepts that will need to be mastered.



My student responses included:

- Poems sometimes rhyme
- Poems are usually about nature
- Poems are always fiction
- Poems have a rhyming pattern
- Cinquains are poems
- Haikus are 3-lined Japanese poems

## Day One:

### Continuation of Foyer Activities:

It will become evident that some students are more partial to poetry than others. In order to build an awareness and respect for a variety of text, engage the students in the pre-reading technique, “Mind’s Eye”.

#### Steps:

1. I selected approximately 20 words from the end of each line of the poem, “All My Great Excuses”.
2. The students were asked to predict if they were more likely to:
  - Draw a picture
  - Ask a question
  - Make a prediction
  - Describe a feeling
3. I read the words to the students one a time, slowly. With emotion.
4. As I read the words, the students constructed mental pictures in their minds.
5. When I completed the list of words, the students selected one of the four choices.
6. The students shared their products and compared their initial ideas about the story with the reading of the text.
7. The students reflected upon the process and the types of thinking they were most comfortable using.

As a conclusion to the day AND just for exposure and enjoyment, read Dr. Seuss’ The Cat in the Hat. (Remember - Even 5<sup>th</sup> graders enjoy Dr. Seuss and it’s VERY important just to model reading for pleasure – and nonsense! 😊)



## All My Great Excuses by Kenn Nesbitt

---

I started on my homework,  
but my pen ran out of ink...  
My hamster ate my homework...  
My computer's on the blink...

I tripped and dropped my homework  
in the soup my mom was cooking...  
My brother flushed it down the toilet  
when I wasn't looking...

My mother ran my homework  
through the washer and the dryer...  
An airplane crashed into our house...  
My homework caught on fire...

Tornadoes blew my notes away...  
Volcanoes rocked our town...  
My books were taken hostage  
by an evil killer clown...

Some aliens abducted me...  
I had a shark attack...  
A pirate swiped my homework  
and refused to give it back...

I worked on these excuses  
so darned long my teacher said,  
"I think you'll find it's easier  
to do the work instead."

## Day Two:

### Library- Knowledge Acquisition

The students will acquire knowledge and skills they will use to create the products for the unit. Information will be acquired by beginning the **CONNECT** strategy outlined in **Cracking Vocabulary's CODE**.

Students will be engaged in creating and posting a collection of words necessary to understanding poetry on the wall to be used in their reading and writing.

Students visited <http://www.misspott.com/figurativelanguage.html> to participate in interactive activities related to figurative language. I allowed each table of students to select a word and develop a user-friendly definition to be displayed on the class **Word Wall**. In addition, these words were written in student's **Vocabulary Notebooks**. Students were also encouraged to create an "icon" or symbol as a visual representation of the word.

## Figurative Language



Figurative Language is the use of words that go beyond their ordinary meaning. It requires you to use your imagination to figure out the author's meaning. For example, if someone tells you that it is raining cats and dogs, you know that there are not actually cats and dogs falling from the sky. You know it *really* means that it is raining very hard.

The PSSA evaluates students' ability to figure out such language. There are several terms you should be familiar with to have a better understanding of each.

They are:

**Alliteration**

**Metaphor**

**Hyperbole**

**Personification**

**Simile**



## Day Three:

### Library- Knowledge Acquisition

Read 2-3 poems to students that utilize any form of figurative language. Begin with "Identity", the poem located in our Thoughtful Classroom Year-One Binder, page 5. I also read:

## Messy Room

by Shel Silverstein

Whosever room this is should be ashamed!  
His underwear is hanging on the lamp.  
His raincoat is there in the overstuffed chair,  
And the chair is becoming quite mucky and damp.  
His workbook is wedged in the window,  
His sweater's been thrown on the floor.  
His scarf and one ski are beneath the TV,  
And his pants have been carelessly hung on the door.  
His books are all jammed in the closet,  
His vest has been left in the hall.  
A lizard named Ed is asleep in his bed,  
And his smelly old sock has been stuck to the wall.  
Whosever room this is should be ashamed!  
Donald or Robert or Willie or--  
Huh? You say it's mine? Oh, dear,  
I knew it looked familiar!

By reading these 2 poems, students will easily observe that not all poems contain figurative language, and that poems can be written in different meter. It also became apparent that some poetry has an underlying meaning, while some poetry has more obvious meaning.

# Day Three:

## Continuation of Library- Knowledge Acquisition

Students will use “Window Notes” as a tool for getting to know their own and mind and making it stronger at the same time. Using the poem, “Identity”, students will read the poem and use their Window Notes to think about what is said in the poem and how it is said.

<div>Details</div>	<div>Feelings</div>
<div>Questions</div>	<div>Ideas</div>

# IDENTITY

By Julio Noboa, Jr.

Let them be as flowers,  
Always watered, fed, guarded, admired,  
But harnessed to a pot of dirt.

I'd rather be a tall, ugly weed,  
Clinging on cliffs, like an eagle  
Wind-wavering above high, jagged rocks.

To have broken through the surface of stone,  
To live, to feel exposed to the madness  
Of the vast, eternal sky.  
To be swayed by the breezes of an ancient sea,  
Carrying my soul, my seed, beyond the mountains of time  
Or into the abyss of the bizarre.

I'd rather be unseen, and if  
Then shunned by everyone,  
Than to be a pleasant-smelling flower,  
Growing in clusters in the fertile valley,  
Where they're praised, handled, and plucked  
By greedy, human hands.

I'd rather smell of musty, green stench  
Than of sweet, fragrant lilac.  
If I could stand alone, strong and free,  
I'd rather be a tall, ugly weed.



## Day Four:

### Workshop- Practice

#### Steps:

1. As students enter the classroom, they will observe 3-4 different poems at each table.
2. Students read the poems as a group and determine the form of figurative language utilized in each poem.
3. Around the room, display the words: "Simile", "Metaphor", "Personification", "Hyperbole", "Alliteration", and "Combination" each with their student-created definition. (The "Combination" poster would represent poems with more than 1 form of figurative language.)
4. The students will complete the **ORGANIZE** step of **CODE** by posting each poem in the proper location according to the figurative language used in the poem.



## Day Four:

### Continuation of Workshop- Practice

The students will complete an additional **ORGANIZE** step of **CODE** by participating a **Group and Label** activity.

#### Steps:

1. The teacher will cut 3-4 poems so that each student has a different stanza of a poem.
2. The title of each poem will be the “label” of a grouping on the board.
3. The students will **GROUP** themselves by walking around the room at a 0 voice level and locating other students that have stanzas relating to the same main idea. In order to accomplish this task, students will have to make inferences – or “good guesses” based on what their stanza is about.
4. Once they’ve grouped themselves, the students can work as a team to put their stanzas in order (using skills taught through sequence of events and context clues lessons) and tape them inside the circle that is labeled with their title.

Students will also complete an **Organize** activity from **CODE** using the **3-Way Tie** on this day. To prepare, place a poem (with at least 2 forms of figurative language in them) on each student table. (I used “A Day in Bed”. The students will write the title of their poem in 1 box. In the other 2 boxes, they will write the 2 forms of figurative language in the poems. They must “tie” all the words together.

As a fun conclusion to the day, read Oh Say Can you Say, a Dr. Seuss book that uses alliteration to entertain the reader.

# A Day In Bed



By Katherine Mansfield

I wish I had not got a cold,  
The wind is big and wild,  
I wish that I was very old,  
Not just a little child.

Somehow the day is very long  
Just keeping here, alone;  
I do not like the big wind's song,  
He's growling for a bone.

He's like an awful dog we had  
Who used to creep around  
And snatch at things-he was so bad,  
With just that horrid sound.

I'm sitting up and nurse has made  
Me wear a woolly shawl;  
I wish I was not so afraid;  
It's horrid to be small.

It really feels quite like a day  
Since I have had my tea;  
Perhaps everybody's gone away  
And just forgotten me.

And oh! I cannot go to sleep  
Although I am in bed.  
The wind keeps going creepy-creep  
And waiting to be fed.

Day Five-Six:

Continuation of Workshop- Practice

Task Rotation on Poetry

5 <sup>th</sup> Grade Poetry Unit	
"Casey at the Bat"	
Mastery	Interpersonal
"Casey at the Bat" is a poem written in 13 stanzas. Retell the poem in 10 sentences: 8 sentences for the first 12 stanzas and 2 sentences for the last stanza.	<p>You may be a little like Casey.</p> <ul style="list-style-type: none"><li>• What attitudes do you have that help you perform well in school?</li><li>• What attitudes do you have that might make school more difficult for you?</li><li>• Explain how these attitudes are beneficial to you.</li></ul>
Understanding	Self Expressive
Prove or disprove this statement with evidence from the poem: Casey's attitude is responsible for his failure.	Imagine Casey is being interviewed after the game. Based on your discussion about his attitude, what would Casey say I the interview? Be sure to follow the style and rhyme scheme of the poem by adding one stanza.

\*\*Adapted from Task Rotation Binder

Steps:

1. Teacher will read "Casey at the Bat" to students.
2. Students will rotate through each task and complete the activity.



# Casey at the Bat

By Ernest Lawrence Thayer

*Taken From the San Francisco Examiner - June 3, 1888*



The outlook wasn't brilliant for the Mudville  
nine that day;

The score stood four to two, with but one  
inning more to play,

And then when Cooney died at first, and  
Barrows did the same,

A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair.  
The rest

Clung to that hope which springs eternal in the human breast; They thought, "If only Casey could but get a whack at that — We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,  
And the former was a hoodoo, while the latter was a cake,  
So upon that stricken multitude grim melancholy sat;  
For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,  
And Blake, the much despised, tore the cover off the ball;  
And when the dust had lifted, and men saw what had occurred,  
There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;  
It rumbled through the valley, it rattled in the dell;  
It pounded on the mountain and recoiled upon the flat,  
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;  
There was pride in Casey's bearing and a smile lit Casey's face.  
And when, responding to the cheers, he lightly doffed his hat,  
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt.  
Five thousand tongues applauded when he wiped them on his shirt.  
Then while the writhing pitcher ground the ball into his hip,  
Defiance flashed in Casey's eye, a sneer curled Casey's lip.



And now the leather-covered sphere came hurtling through the air,  
And Casey stood a-watching it in haughty grandeur there.  
Close by the sturdy batsman the ball unheeded sped —  
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,  
Like the beating of the storm-waves on a stern and distant shore;  
"Kill him! Kill the umpire!" shouted some one on the stand;  
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;  
He stilled the rising tumult; he bade the game go on;  
He signaled to the pitcher, and once more the dun sphere flew;  
But Casey still ignored it, and the umpire said "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"  
But one scornful look from Casey and the audience was awed.  
They saw his face grow stern and cold, they saw his muscles strain,  
And they knew that Casey wouldn't let that ball go by again.

The sneer has fled from Casey's lip, the teeth are clenched in hate;  
He pounds with cruel violence his bat upon the plate.  
And now the pitcher holds the ball, and now he lets it go,  
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright,  
The band is playing somewhere, and somewhere hearts are light,  
And somewhere men are laughing, and little children shout;  
But there is no joy in Mudville — mighty Casey has struck out.

## Day Seven-Nine:

### Kitchen – Assessment

Students will continue the **CODE** strategy by moving into the Deep Processing stage. Students will complete steps 1-4 of **Compare and Contrast**.

Give students the Robert Lewis Stevenson poem titled, “The Land of Counterpane”, and the Kenn Nesbitt poem titled, “Sick Day”. After students read the 2 poems, lead them through the following steps.

#### Step 1- Criteria

Assist students in listing the criteria to utilize when reflecting upon the 2 poems. Our criteria included:

- Type of text (Literary or Informational)
- Fiction or Nonfiction
- Author’s Purpose
- Figurative Language

#### Step 2 – Organize

The students will take the information based on their criteria and transfer it to the graphic organizer of their choice. (I allowed students to choose between the Y-Chart, Top Hat, and Venn Diagram.)

#### Step 3- Conclusion

Based on their findings, the students will tell if the 2 poems are more alike or different, and then give reasons why.

#### Step 4- New Application

The students will answer a Multiple Choice and an Open Response Question based on 2 Haiku.



## Sick Day by Kenn Nesbitt

I'm feeling sick and getting worse.  
I think I'd better see the nurse.  
I'm sure I should go home today.  
It could be fatal if I stay.  
I'm nauseated, nearly ill.  
I have a fever and a chill.  
I have a cold. I have the flu.  
I'm turning green and pink and blue.  
I have the sweats. I have the shakes,  
a stuffy nose, and bellyaches.  
My knees are weak. My vision's blurred.  
My throat is sore. My voice is slurred.  
I'm strewn with head lice, ticks, and mites.  
I'm covered in mosquito bites.  
I have a cough, a creak, a croak,  
a reddish rash from poison oak,  
a feeble head, a weakened heart.  
I may just faint or fall apart.  
I sprained my ankle, stubbed my toes,  
and soon I'll start to decompose.  
And one more thing I have today  
that makes me have to go away.  
It's just as bad as all the rest:  
I also have a science test.

# The Land of Counterpane

by Robert Louis Stevenson

When I was sick and lay a-bed,  
I had two pillows at my head,  
And all my toys beside me lay,  
To keep me happy all the day.

And sometimes for an hour or so  
I watched my leaden soldiers go,  
With different uniforms and drills,  
Among the bed-clothes, through the hills;

And sometimes sent my ships in fleets  
All up and down among the sheets;  
Or brought my trees and houses out,  
And planted cities all about.

I was the giant great and still  
That sits upon the pillow-hill,  
And sees before him, dale and plain,  
The pleasant land of counterpane.





Name: \_\_\_\_\_

Homeroom: \_\_\_\_\_

## Haiku By Kyorai

Weeping...willows  
Kneel here by  
The waterside  
Mingling long green hair

## Haiku By Buson

Ah leafless willow...  
bending over  
The dry pool  
of stranded boulders

1. Which type of figurative language is used in the 2 haiku?
  - A. Simile
  - B. Metaphor
  - C. Personification
  - D. Hyperbole
2. In the word leafless, the suffix "less" means
  - A. Full of
  - B. Without
  - C. Against
  - D. Before
3. In the 2 haiku, willows are
  - A. Lost animals
  - B. A lake
  - C. Rocks
  - D. A type of tree
4. A synonym for the word "pool" as it is used in the poem is
  - a. A group
  - b. A small area of water
  - c. Rocks
  - d. A fruit

A haiku is a short Japanese poem, usually of 17 syllables and usually about nature. A haiku gives a single picture, or image, and creates a mood of feeling.

### ORQ #1

- A. Describe 4 ways that the haiku are alike.
- B. Use details from the poems that show how the 2 haiku were written during different seasons.

### ORQ #2

- A. Identify how the poets used personification in the 2 poems.
- B. Explain why poets use figurative language.

## Day Ten:

### Kitchen – Assessment

To complete the **CODE** activities, students will **Exercise** their knowledge of poetry by independently writing a Cinquain. It can be written on the topic of their choice, with each line being a supporting detail. Students must include at least 1 form of figurative language in their poem.

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